

**ADULT ESOL LESSON PLAN**  
**LCP C - High Beginning**  
**Phonemic Awareness Infusion**  
**Pronunciation of /f/ and /v/ Consonants**

**Instructor Presentation – Handout A**

**ESOL Competencies:** 24.05A Identify basic food groups and nutritional labels  
34.02 Pronunciation of /f/ and /v/ consonants

**Objective:** Content focus- Discuss the importance of reading and understanding information listed on food labels. Identify the parts of a food label and the food groups, practicing the targeted consonant sounds and usage within reading passages.

Language focus- Demonstrate the specific articulation of /f/ and /v/ sounds, identify their placement in words, and practice production while learning and working with nutritional information.

**Goal:** To understand how to produce these pronunciation features, hear the different sounds, recognize them, produce them correctly when thinking about it, and practice correct pronunciation to be understood by others.

**Materials:** Handout A- Instructor’s Pronunciation Lesson  
Handout B- Student Reading Passage

**Procedures:** **1. Explanation**

The American English sounds of /f/ and /v/ are both made using the same articulators and positions, but **the difference in the sound production is in the voice**. Some NNS tend to keep their lips apart and produce a sound similar to /h/ instead of pronouncing /f/. Other international students may completely close their lips and make the sound of /p/. Many students frequently substitute /b/ for /v/ when speaking English. This greatly confuses the listener and *very* becomes *berry*. When /v/ is the **last sound** in a word, many international students forget to vibrate their vocal chords and the /v/ becomes an /f/ sound (*save* sounds like *safe* or *leave* sounds like *leaf*).

**2. Articulation presentation and demonstration**

**/f / sound**

The sound of /f/ may be spelled with an “**f**”, “**ph**”, or “**gh**” as in the following words: **f**irst, st**ff**, **ph**ysical, en**gh**

**Placement-** Lightly but firmly, touch the upper front teeth with the inner part of the lower lip. Produce the sound by forcing air out through the opening without stopping the flow of air.

**Manner-**The air stream is **not stopped**. The airflow is continuous without interruption, forced out through the opening of the lips and teeth. Lips are slightly separated.

**Voice-** your vocal chords **do NOT vibrate**; it is a voiceless sound.

**Examples-** fine, food, fat, after, coffee, telephone, half, graph, enough  
(Note: hold your hand in front of your mouth to feel the flow of air.)

### **/v/ sound**

**Placement-** Just as with /f/, lightly but firmly, touch the upper front teeth with the inner part of the lower lip. Produce the sound by forcing air out through the opening without stopping the flow of air.

Concentrate on placing your upper teeth over your bottom lip. Look in a mirror as you practice to check your placement.

**Manner-** Air stream is continuous without interruption, forced through the opening of the lips and teeth. Lips are slightly separated.

**Voice-** /v/ is a **voiced** (vibrated) sound.

**Examples-** vine, vegetable, heavy, over, above, loves

(Note: Monitor yourself by holding your index finger and your thumb on your throat, at your vocal chords. **Feel the vibration?**)

### **3. Reading Infusion (see Handout B)**

- A. Read aloud with the class two times. Pronounce the bolded letters loud and strong, with emphasis to reinforce the placement of articulators and correct production.
- B. With a partner, read the passage aloud with normal stress (emphasis) and intonation (expression). Think about the sounds demonstrated and modeled by your teacher in the lesson as you read. Listen for the correct pronunciation. Your partner will tell you if s/he hears the correct sounds and understands your pronunciation.